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ABSTRACT

This manual is designed to provide a review of the Residential Youth Center (RYC) program. In 1968, the Department of Labor funded the Training and Research Institute for Residential Youth Centers, Inc. (TRI-RYC) which attempts to improve the quality of life in the urban community. Such centers use a model that includes the following components: (1) inner-city location, (2) non-institutional setting, (3) non-professional staff, (4) focus on self help, (5) horizontal structure, (6) service for enrollees and their families, (7) coordination with vocational and educational services, and (8) community penetration and research feedback. A related document is available in this issue as VT 013 465. (GB)

TRI-RYC, INC.

TRAINING AND RESEARCH INSTITUTE FOR RESIDENTIAL YOUTH CENTERS, INC.

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THE TRAINING AND RESEARCH INSTITUTE FOR RESIDENTIAL YOUTH CENTERS, INC. (TRI-RYC)

TRAINING MANUAL

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All of the former and present staff members of the Training and Research Institute for Residential Youth Centers contributed to the development of this manual. We must also thank the many people in numerous cities from New Haven to California who give us the proper perspective for many of our most important and significant decisions.

PREFACE

This manual is designed to provide a review of the Residential Youth Center (RYC) program. The first RYC was established in New Haven, Connecticut (1966). The Center model was developed by Dr. I. Ira Goldenberg as a demonstration project with the Department of Labor (O.M.P.E.R.). A Girls Residential Youth Center was developed in New Haven the following year.

In 1968, the Department of Labor funded the Training and Research Institute for Residential Youth Center's, Inc. (TRI-RYC). The creation of the Institute was based on the success of the model developed in New Haven and on the assumption that the RYC concept was applicable to other communities. In 1969, the TRI-RYC opened Youth Centers in Boston, Massachusetts; Bridgeport, Connecticut; Cleveland, Ohio; Flint Michigan and Trenton, New Jersey. These seven Centers, all of which are currently operating, use a model that includes the following components; inner-city location; non-institutional setting; non-professional staff; focus on self help; horlzontal structure; service for enrollees and their families; coordination with vocational and educational services; community penetration and research feedback.

The creation of a new setting like the Residential Youth Center is a complex and difficult task. It has proven to be a creative and successful model that can serve the needs of residents, and staff while improving the quality of life in the urban community.

Ken Libertoff

January, 1971

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I. THE TRI-RYC TRAINING MODEL

In November, 1968 the Department of Labor funded the Training and Research Institute for Residential Youth Centers, Inc. (TRI-RYC). Clearly, the creation of the Institute was based on the success of the model originally developed in New Haven, and on the assumption that the RYC concept was applicable to other communities. Consequeuntly, the goals of the Institute are to assist any and all communities who wish to develop residential centers as support services to existing or developing manpower training, education, and job opportunity programs.

The TRI-RYC plays a crucial role in assisting the local community to establish and operate a RYC according to the central elements of the RYC model. However, prior to outlining the key decisions and steps in establishing a RYC, it is important to note again the most essential elements of the model. It has been found through experience with other RYCc that the following essentials must be strictly adhered to if the RYC is to effectively serve the needs for which it is established.

First, there must be selection of a director and a deputy director who are fully committed to the RYC concept and the type of work involved and who have had extensive experience working with the target population. The TRI-RYC will be integrally involved in this selection process. Second, the RYC must be staffed largely with non-professionals who are indigenous to the community served. Experience with RYCs has shown that such individuals are able to become involved with and assist inner-city residents in ways and on bases heretofore non-existent. The RYC, through its workers, becomes the major agency to coordinate both manpower and supportive services for the enrollees. The RYC staff member functioning with an enrollee and his family is in a position to become the family's advocate not only with respect to their vocational needs but also with respect to their social and psychological needs as well. *Third,* there must be two councils formed to involve the community in the RYC and to maintain lines of communication with all involved individuals and groups. One council would involve the community in which the RYC is located through some form of a neighborhood advisory body made up of local residents, the neighborhood policeman, and other key individuals in the immediate neighborhood. Another council would be made up of representatives of the key manpower program components, social service agencies, legal and law enforcement agencies, business organizations, mental health professions, etc., which relate to and serve RYC enrollees. RYC staff would meet at least on a monthly basis with this council to assure that both the RYC and other agencies are fully informed on matters affecting the operation of the RYC and services to the enrollees. *Fourth,* a horizontal organizational and administrative structure must be an essential part of the RYC operation. *Fifth,* a staff self-reflective mechanism involving sensitivity training and other effective techniques must be built into the operation of the Center. *Sixth,* it is essential that there be intensive staff training for the director and deputy director at the Institute in New Haven prior to the opening of a new RYC. It is also essential that there be advance training of other staff members in the home community and in-service training for all staff on a continuing basis after the Center becomes operational.

II. SEQUENCE OF KEY DECISIONS AND STEPS

There are a number of key decisions and steps which must be taken in the initiation of an RYC prior to the finalization of the formal contractual agreement to establish an RYC as well as during the post-contract process of bringing the RYC into full operation. The following is the expected sequence of these decisions and steps, including the role of the Institute, in the preparation, establishment, and operation of a new RYC.

A. *Prior to Formal Agreement to Establish a New RYC*

- *Preliminary selection of a community.* When interest is shown in a particular community in establishing a Residential Youth Center staff members of the TRI-RYC will visit to introduce the RYC model to all elements of the community who would be involved or affected and to make a determination of whether sufficient commitment and resouces are available. Representatives of city government, the community action agency, social service agencies, business organizations, citizens groups, community leaders, and citizens in the target community, for example, would be among those with whom the team from TRI-RYC would discuss the possible establishment of an RYC.

- *Tentative selection of a sponsor.* Depending on the particular community involved, any one of a number of established agencies – or one developed for this single purpose – could be designated and invested with the responsibility for developing a new center. In some communities a great deal of effort on the part of the Institute and interested members of that community might go into finding a group or organization capable of sponsoring a new RYC. In other communities there might be a presumed sponsor, such as the manpower division of city government, the community action agency, or the Concentrated Employment Program or one of its components. If the Institute determines that such a presumed sponsor is appropriate then a further decision must be made concerning which component or element of that sponsor's organization would be vested with the responsibility for establishing the RYC. The Institute's role in the selection of the sponsor and/or its delegate agency would be in the determination of its understanding of and commitment to the RYC concept and its capability to coordinate the establishment and to support the operation of the new Center.

- *Tentative determination of relationships with established agencies.* The RYC must be integrated with commuunity manpower resources. Where a city, CAA, and/or CEP provides a spectrum of job-oriented training and placement programs, the existence of such a residential facility makes it possible to deal simultaneously with the vocational skills and attitudinal change required by employment. Tentative agreements would have to be made with those agencies operating remedial education, cocational training, work experience, on-the-job training, and other programs in which the RYC residents would participate. All elements of the community which would relate to the RYC enrollees would have to understand the very significant role played by the RYC workers in coordinating both manpower and supportive services for the enrollees in his caseload.
- *Identification of potential directors and deputy directors.* The Institute would work with the prospective sponsor and other involved agencies, groups, and individuals in identifying potential directors and deputy directors. Individuals will be selected upon the basis of the amount and kind of experience that they have had in working with members of the target population and on the basis of the amount of observable and inferrable commitment and involvement that the candidate indicates toward this type of work. The Institute members will participate in recruiting, will interview all candidates, and will have the opportunity to make recommendations before before committment is made to any individual by the sponsor.
- *Identification of residences as potential sites for the RYC.* At the earliest possible stage in the planning of the RYC prior to the finalization of contractural agreements, potential sites for the residential facility within the neighborhood from which most of the enrollees will come should be identified. The Institute will assist the tentative sponsor in this search and in determining whether the site is adequate. An RYC residence must be able to house twenty-five enrollees and have office, meeting, dining, and recreational space. It is preferable that it be a detached building in a residential area.
- *Writing the proposal.* The Institute will lend technical and resource assistance to prospective sponsors in their preparation of RYC project proposals. The proposal, while conforming to the basic RYC model, will be specifically designed to facilitate the functional integration of the program into the existing social structure of the particular community.
- *Contracting.* Depending upon finding arrangements, relationships of the RYC within and between agencies, etc., understandings concerning the RYC are formalized into a contract, memorandum of agreement, or other type of formalized commitment. Funds may be provided in whole or in part by Federal, state, or local government, private organizations, foundations, community groups, etc. At least partial financial support from within the city where the RYC is located is highly preferable.

B. *After Contractural Agreement is Completed*

- *Hiring of director and deputy director.* From the list of previously identified candidates and upon the recommendation of the Institute, the sponsor will select a director and deputy director for the new RYC. It will be part of the formal agreement that the director and his deputy must take the Institute training course of approximately six weeks in New Haven and will be in a probationary status until they complete this course.
- *Hiring of RYC staff.* The recruitment, interviewing, and hiring of RYC staff will be undertaken jointly by the sponsor, the director and deputy director of the RYC, and the Institute. In addition to the experience and commitment criteria applicable to the hiring of the director and his deputy, special attention must be given to recruiting nonprofessional individuals indigenous to the community of the enrollees. All staff should be hired by the time the director and the deputy director complete their training at the Institute in New Haven which would be within six to eight weeks after the date of funding. An average RYC staff would be composed of three to four daily "RYC Workers," two to three "live-in counselors," one to two secretaries, a janitor, and one or more student interns and/or researchers.
- *Site selection and renovation.* Immediately after the signing of the formal agreement a site for the RYC must be selected by the sponsor in consultation with the Institute and, with the architectural assistance of the Institute, necessary renovation of the selected facility must be initiated.
- *Formation of resident advisory council and interagency council.* These councils must be formed as soon as possible so that they can render necessary assistance in making the RYC operational and in assisting with the resolution of problems which may arise.
- *Training at Institute for director and deputy director.* Within two weeks of the completion of the formal contractural agreement, after taking action on the above four requirements, the director and deputy director will report to New Haven for training. Training will last approximately six weeks. During this period at least one return trip will be made to their cities to assure action is being taken on critical elements of the establishment of the RYC and to interview candidates for staff positions at the Center. Staff training will include consideration of administrative problems, staffing issues, and organizational structure. Particular attention will be given to the theory and practice of horizontality, sensitivity and clinical training, community penetration and participation, research and evaluation, and university-RYC relations. Staff training will also involve an internship in a staff position in an existing RYC in New Haven, work in individual and group dynamics, and a seminar in plan making and execution. During training, the director and his depuuty will develop a relationship with a member of the TRI-RYC staff who will accompany them back to their community for assistance for at least the first month of operation of the RYC.

- *Technical assistance from the TRI-RYC.* At least four types of technical assistance will be provided to the new RYC by the Institute. During the establishment of the new Center, an Institute staff member will assist in building selection and Community penetration, an Institute accountant will aid in setting up record-keeping systems, an Institute staff trainer will assist in establishing on-going in-service training at the new RYC, and an Institute resident field service representative will work with the director and his deputy during the post-contract gearing-up period and during the first month of operation of the RYC. This field representative will also be available to visit the Center in the future to assist with operational problems which may arise.
- *Evaluation.* The TRI-RYC will be responsible for establishing evaluation procedures, for training staff members of the new RYC in the gathering of data for continuous evaluation, and for coordinating intensive periodic evaluation of the RYC's operations and the undertaking of necessary research.

III. THE ROLE OF THE TRI-RYC

The role of the TRI-RYC in the development and implementation of new residential facilities is both highly complex and involved. Included in its original responsibilities were such diverse activities as site selection and staff training, proposal writing and evaluation, the formation of resident advisory councils and the preparation of training manuals. Clearly, the role of the Institute in the initiation of new centers was perceived as one whose scope would include both operational and staff training technical assistance.

A. *Institute Responsibilities Prior to Formal Contractual Agreements*: Given the complexity of the process by which RYCs are created, it was felt that there were a number of key decisions and steps that had to be taken in the initiation of an RYC *prior* to the finalization of the formal contractual agreements to establish an RYC. These preliminary steps were felt to be the responsibility of the TRI-RYC and are described briefly below.

- *Preliminary selection of a community.* When interest is shown by a particular community in establishing a Residential Youth Center, staff members of the TRI-RYC will visit to introduce the RYC model to all elements of the community who would be involved or affected and will make a determination of whether sufficient commitment and resources are available. Representatives of city government, the community action agency, social service agencies, business organizations, citizens groups, community leaders, and citizens in the target community, for example, would be among those with whom the team from TRI-RYC would discuss the possible establishment of an RYC. In addition, this initial city survey will provide the data needed by the Institute to document whether or not there appears to be sufficient need for an RYC.
- *Tentative selection of a sponsor.* Depending on the particular community involved, any one of a number of established agencies – or one developed for this single purpose – could be designated and invested with the responsibility for developing a new center. In some communities a great deal of effort on the part of the Institute and interested members of that community might go into finding a group or organization capable of sponsoring a new RYC. In other communities there might be a presumed sponsor, such as the manpower division of city government, the community action agency or the Concentrated Employment Program or one of its components. If the Institute determines that such a presumed sponsor is appropriate then a further decision must be made concerning which component or element of that sponsor's organization would be vested with the responsibility for establishing the RYC. The Institute's role in the selection of the sponsor and/or its delegate agency would be in the determination of its understanding of and commitment to the RYC concept and its capability to coordinate the establishment and to support the operation of the new Center.
- *Tentative determination of relationships with established agencies.* The RYC must be integrated with community manpower resources. Where a city, CAA, and/or CEP provides a spectrum of job-oriented training and placement programs, the existence of such a residential facility makes it possible to deal simultaneously with the vocational skills and attitudinal change required by employment. Tentative agreements would have to be made with those agencies operating remedial education, vocational training, work experience, on-the-job training, and other programs in which the RYC residents would participate. All elements of the community which would relate to the RYC enrollees would have to understand the very significant role played by the RYC worker in coordinating both manpower and supportive services for the enrollees in his caseload. The Institute must assume this relationship-building responsibility.
- *Identification of potential directors and deputy directors.* The Institute will work with the prospective sponsor and other involved agencies, groups, and individuals in identifying potential directors and deputy directors. Individuals will be selected upon the basis of the amount and kind of experience that they have had in working with members of the target population and on the basis of the amount of observable and inferrable commitment and involvement that the candidate indicates toward this type of work. The Institute members will participate in recruiting, will interview all candidates, and will have the opportunity to make recommendations before commitment is made to any individual by the sponsor.
- *Identification of residences as potential sites for the RYC.* At the earliest possible stage in the planning of the RYC prior to the finalization of contractural agreements, potential sites for the residential facility within the neighborhood from

which most of the enrollees will come should be identified. The Institute will assist the tentative sponsor in this search and in determining whether the site is adequate. An RYC residence must be able to house twenty-five enrollees and have office, meeting, dining, and recreational space. It is preferable that it be a detached building in a residential area.

- *Writing the proposal.* The Institute will lend technical and resource assistance to prospective sponsors in their preparation of RYC project proposals. The proposal, while conforming to the basic RYC model, will be specifically designed to facilitate the functional integration of the program into the existing social structure of the particular community.

- *Contracting.* Depending upon funding arrangements, relationships concerning the RYC will be formalized into a contract, memorandum of agreement, or other type of formalized commitment. Funds may be provided in whole or in part by Federal, state or local government, private organizations, foundations, community groups, etc. At least partial financial support from within the city where the RYC is located is highly preferable. The Institute will function to develop this support.

B. *Institute Responsibilities After Formal Contractual Agreements Have Been Completed*: Once an RYC becomes a "contractual reality," the Institute was, and continues to be, viewed as the "sole source" provider of technical assistance. As is clear from the following, this technical assistance is of both the operational-mechanical and clinical-training variety.

- *Hiring of director and deputy director.* From the list of previously identified candidates and upon the recommendation of the Institute, the sponsor will select a director and deputy director for the new RYC. It will be part of the formal agreement that the director and his deputy must take the Institute training course of approximately two weeks in New Haven and will be in a probational status until they complete this course.

- *Hiring of RYC staff* The recruitment, interviewing and hiring of RYC staff will be undertaken jointly by the sponsor, the director and deputy director of the RYC, and the Institute. In addition to the experience and commitment criteria applicable to the hiring of the director and his deputy, special attention must be given to recruiting non-professional individuals indigenous to the community of the enrollees. All staff should be hired by the time the director and deputy director complete their training at the Institute in New Haven which would be within six to eight weeks after the date of funding. An average RYC staff would be composed of three to four daily "RYC Workers," two to three "live-in counselors," one to two secretaries, a janitor, and one or more student interns and/or researchers.

- *Site selection and renovation.* Immediately after the signing of the formal agreement a site for the RYC must be selected by the sponsor in consultation with the Institute and, with the architectural assistance of the Institute, necessary renovations of the selected facility must be initiated.

- *Formation of resident advisory council and inter-agency council.* These councils must be formed as soon as possible so that they can render necessary assistance in making the RYC operational and in assisting with the resolution of problems which may arise. The Institute will assist in this process.

- *Training at Institute for director and deputy director.* Within two weeks of the completion of the formal contractual agreement, after taking action on the above four requirements, the director will report to New Haven for training. Training will last approximately two weeks. During this period at least one return trip will be made to their cities to assure action is being taken on critical elements of the establishment of the RYC and to interview candidates for staff positions at the Center. Staff training will include consideration of administrative problems, staffing issues, and organizational structure. Particular attention will be given to the theory and practice of horizontality, sensitivity and clinical training, community penetration and participation, research and evaluation, and university-RYC relations. Staff training will also involve an internship in a staff position in an existing RYC in New Haven, work in individual and group dynamics, and a seminar in plan making and execution. During training, the director and his deputy will develop a relationship with a member of the TRI-RYC staff who will accompany them back to their community for assistance for at least the first month of operation of the RYC.

- *Technical assistance from the TRI-RYC.* At least four types of technical assistance will be provided to the new RYC by the Institute. During the establishment of the new Center, an Institute staff member will assist in building selection and community penetration, an Institute accountant will aid in setting up record-keeping systems, an Institute staff trainer will assist in establishing on-going in-service training at the new RYC, and an Institute resident field service representative will work with the director and his deputy during the post-contract gearing-up period and during the first month of operation of the RYC. This field representative will also be available to visit the Center in the future to assist with operational problems which may arise.

- *Evaluation.* The TRI-RYC will be responsible for establishing evaluation procedures, for training staff members of the new RYC in the gathering of data for continuous evaluation, and for coordinating intensive periodic evaluation of the RYC's operations.

IV. THE TRI-RYC TRAINING PROGRAM

In assuming the primary responsibility for training the staffs of new residential facilities, the Institute was placed in the position of developing a pattern of developing a pattern of training that would both balance and combine the RYC model's theoretical or conceptual framework with the kind of concrete experiences deemed necessary for an understanding of the practical problems involved in the development and operation of such a center. In addition, the training program had to be of such a nature that it could first be made available to the prospective facility's Director and Deputy Director and then, at a later point in time, to the total staff of the new RYC.

Training in New Haven – The purpose for bringing prospective center Directors and Deputy Directors to New Haven has a two-fold one: first, to provide the Institute with the necessary data by which to judge whether or not the potential RYC leaders were, indeed, capable of handling the demands which would soon be imposed upon them in their own cities; and second, to provide these leaders with a training "head-start" (i.e., with a training experience which they could use to draw upon during the period of time when they, together with their own staffs, would undergo further intensive training in the home city.

During their two-week stay in New Haven, the "trainees" were expected to live at the Boys' Residential Youth Center and to become fully involved in as many aspects of the 24-hour program as possible. This included: attending staff meetings, participating in house programs, performing live-in duties, meeting with community representatives and generally becoming a "part" of the administrative, clinical and programming activities that defined the setting. In addition, they were expected to participate in a group evaluation of themselves, the Institute and entire training program. Listed below is some of the content of the two-week *Conceptual and Practicum Training Program* provided by the TRI-RYC to its "trainees" from the five field-testing cities.

V. CONCEPTUAL AND THEORETICAL TRAINING

1) *Administrative Problems* – Issues involving budgetary concerns; the development of referral and coordinating processes; the establishment of intra- and inter-agency flow processes; and the development of relatively "noise-free" patterns of communication.

2) *Staffing Issues* – Criteria for staff selection; problems of professional-non-professional relations; the meaning and implications of staff development; the definition of the "creative generalist" and its ramifications for in-service training.

3 *Organizational Structure* – Conceptions of organizational structure and their relationship to patterns of service, modes of communication, and staff development; the theory of horizontality in manpower-oriented community action programs; the patterning of shared administrative and clinical functions; the role of leadership in residential centers.

4) *Sensitivity and Clinical Training* – Theoretical conceptions relating to the utilization of problem and task-oriented sensitivity training; special issues in sensitivity training (i.e., race, the "generation gap," role differentiation, total clinical responsibility, etc.); clinical training in non-traditional settings, the dynamics of poverty from the point of view of adolescents and their families.

5) *Community Penetration and Participation* – The problem of "maximum feasible participation"; techniques for understanding and conceptualizing "community attitudes"; the role of significant community groups in residential centers (i.e., the police, grass-roots neighborhood organizations, the mental health and helping professions); techniques for gaining entrance into communities; the establishment of channels of communication between residential centers and other community groups; the role of residential centers as inner-city change agents.

6) *Research* – Design of measurement and data collection procedures for project Directors; the relationship between research and service; theoretical and methodological problems of action research; statistical vs. clinical data and interpretations; models for effective and appropriate cost-effectiveness analyses.

7) *University-Residential Youth Center Relations* – The utilization of the residential facilities as settings for the development of appropriate ties between the university and poverty programs; the use of residential facilities for the training of pre-and post-doctoral personnel; the role of university supported research in a residential facility.

VI. PRACTICUM TRAINING EXPERIENCES

1 *Pre-Practicum Sensitivity Training* – All potential project Directors would enter into an ongoing sensitivity training group upon entrance into the Institute. This pre-practicum experience would focus on training in individual and group dynamics.

2) *Individual Relationship-Building* – Beyond his group experiences each potential Director would, in the course of his stay at the Institute, have one (key) member of the Institute with whom to develop a relationship. This person would relate to the "trainee" during the course of his training and then accompany him back to his community and help him develop his particular residential facility.

3) *Intensive Training* – During the entire 2-week period of his stay at the Institute each potential Director would be placed at one of the two existing residential facilities in New Haven. He would be expected (and helped) to become a member of the staff and would participate in all the activities of the Center. He would carry a clinical caseload, develop and run his own evening and/or weekend program, and share in the live-in duties and sensitivity sessions of the Residential Youth Center. He would be assisted during this "internship" by "his" Institute advisor and would be helped to acquire a very concrete and personal awareness of the Center, its goals, problems, and processes.

For purposes of illustration we have included in this section of the Training manual (see below) the two-week training program schedule that was utilized for the potential Directors and Deputy Directors of the RYCs. The schedule makes clear how the Institute attempted to "blend" the didactic, skill training, and practical aspects of the two-week New Haven experience.

a) *Training Program for Directors and Deputy Directors*

Conceptual Framework
Horizontality, sensitivity, rationale for non-professional, realities and problems of inner city location, value of residential setting.

Supervision I & II

Psychology of Administration

Conflict Management

BRYC Staff Meeting

TRI-RYC — Field Problem in Community Penetration
Hill Neighborhood — Newhall Neighborhood

BOYS RYC Staff Session
Exploration of Field Problem Development of Weekend Schedule

BOYS RYC Staff Meeting
Visit GIRLS RYC

Review of first week

Coverage of BOYS by Two Trainees

BOYS RYC Staff Meeting

Evaluation of Weekend

Administration I

Administration II

BOYS RYC — living-in 24 hours

GIRLS RYC — Living-in 24 hours
Boston in field with BOYS RYC
Trenton — GIRLS RYC
Evaluation & Review
TRI-RYC Staff Meeting

Coverage of BRYC by Trainees

b) *Training in Home City* — The second section of the training program evolved by the TRI-RYC was developed for implementation in the "home city"; that is to say, the city in which a particular RYC was in the process of being established. This second training section was designed for the *total staffs* of the RYC and, while similar in both form and content to the program previously offered to potential Center Directors and Deputy Directors, it was assumed that those previously trained (e.g., the leaders of the RYC) would now participate both as trainees *and* as trainers. In other words, the expectation was that the Center's Director and Deputy Director, having been given the head-start described previously, would now *conduct* those aspects of the training program with which they felt comfortable.

Training Schedule

Conceptual Framework
Horizontality, sensitivity, rationale for non-professional, realities and problems of inner city location, value of residential setting.

Organizational Structure
Roles of staff members. Explores the roles of various staff positions. Defines limits and responsibilities.

Administrative Functioning & Budgeting
What staff can expect from administration and vice-versa, staff relationships, supervisory relationships, administrative responsibilities, and staff expectations.

Exploration of Concept of Community Resources

Goals & Values In Working With Difficult Youth

Understanding Bureaucracies and Political In-Fighting
a. Functions of bureaucratic system
b. Ways of working through system

Problems of Hard Core Youth
a. family background
b. inner city life

Methods of Working with Difficult Youth Part I
a. Counseling
b. Discipline methods
c. Building trust
d. Communicating

Methods of Working with Difficult Youth Part II
a. Handling conflict
b. Leading group discussions
c. Developing relationships

Discriminatory Practices and Institutional Racism
a. Economic, Educational and Ethnic discrimination and how it effects center residents and staff
b. Understanding the problems of Black and White residents which are caused by racism
c. Institutional racism and how to cope with it

VII. THE INSTITUTE TIME-TABLE

In order for the TRI-RYC to fulfill its contractual obligations, it became necessary to develop a timetable for each city in which an RYC was being established. If, for example, the Institute expected to open five new residential facilities during its first year of operation it would have to "space" those cities out in such a manner that they did not unduly overlap with each other with respect to their anticipated opening dates. A final constraint, however, had to do with the absolute amount of time it would take for any one center to become fully operational.

After a review of its own history (that is to say, the history of the original Boys' Residential Youth Center it was decided that three months would be allowed for the development of any one center. In other words, the original Institute hypothesis was that three months

of preparation (from the day a contract was signed) should be sufficient to produce a fully operational facility.

Given the above, the TRI-RYC developed a *20-Stage Monitoring System* by which it could continually assess the progress of any one center from the time its funding contract was signed to the day it opened its doors to the community. The development of this system also enabled the Institute to assess the different points at which problems occured. Finally, the development and implementation of this system permitted a comparison of the progress (or the lack thereof) of all five residential facilities. Each stage in the system was functionally linked both to the preceding and succeeding stages, and the attempt was made to relate each stage to the overall goal of maintaining the three month developmental cycle. Again, for purposes of illustration, the 20-Stage Monitoring System is reproduced below.

20-Stage TRI-RYC Monitoring System

Time	*Stage*	*Activity*
	I	Contract signed
	II	Director and Deputy Director interviewed and hired
	III	First week of New Haven training completed
	IV	Second week of New Haven training completed
	V	Furniture and equipment purchased
1 Month	VI	Site selected and finalized
	VII	Renovations started and completed
	VIII	Community penetration started
	IX	Contact support agencies
	X	Interview and hire staff
1 Month	XI	Arrange for home-city two-week staff training
	XII	First week of home-city total staff training
	XIII	Second week of home-city total staff training
	XIV	Select Neighborhood Advisory Board
	XV	Select Agency Advisory Board
	XVI	Hold first meeting of both Advisory Boards
	XVII	Select process for identifying residents
	XVIII	Select residents
	XIX	Firm up supportive agency roles and complete community penetration
1 Month	XX	Open Center
3 Months	XXX	RYC Fully Operational

VIII. ACTION RESEARCH

Given the present level of our knowledge and sophistication only a fool would try to claim that there is anything "scientific," in the narrow or traditional sense of the term, about most current attempts to evaluate the effectiveness of residential-training and residential-support programs. Social scientists by the score – all-too-often, unfortunately, those with virtually no experience outside the world of academia or the comparatively antiseptic atmosphere of their laboratory settings – have been quick to point out the shortcomings and limitations of most research in the area of the War-On-Poverty. But their lack of "credentials" notwithstanding, the fact remains that from the point of view of traditional research there is much to be said for the cautions and criticisms that have been raised about action research. The situation is further complicated, of course, by the fact that most research in action-oriented settings takes place under conditions which are not at all conducive to either "basic" or "applied" orientations in the "purest" or most uncomplicated sense of the terms. By this we mean that researchers interested in evaluating action programs have continually been forced to work under conditions where their experimental interventions take place in a context in which they must always serve two harsh, and often opposing, masters. On the one-hand there are the demands of the program's needs for refunding. In this area they are constantly confronted by the "cost-effectiveness" indices surrounding the particular project as a whole. On the other hand one finds the researchers' needs to investigate issues which, while more in keeping with the scientific goals of discovery and basic research, are clearly of peripheral interest and relevance to the funding agent. The inability to develop a "healthy" fusing of these orientations has done much to becloud the entire issue of what constitutes appropriate basic *or* applied research in action settings.

All too often, however, those involved in the area of action research have been placed in the position of first apologizing for, and then defending, what has come to be parochially labeled as an "inferior" (rather than a "different") approach to the problems of assessing highly volatile and complex settings. With this as the prevailing climate only rarely does it become possible to initiate any sort of meaningful dialogue. More often than not, the result is the increased estrangement between those whose commitment to a particular conception of science leads them to view the efforts of the action research in little more than pejorative terms, and those whose commitment to research as an instrument for social change causes them to view the "basic researcher" as a rigid and dogmatic empiricist who spends the major portion of his time researching problems of questionable import. Brooks (1965), in a paper dealing with the problems inherent in action research, has focused attention on this and other issues, and has concluded that:

> "Mention should be made of some of the constraints which operate to hinder or frustrate effective evaluation of action programs.
>
> "The first is the long-standing tension between the realms of action and research. Certainly the actors in these two realms have tended to view

each other with a large measure of suspicion and, on occasion, even hostility. The action-oriented professional has regularly lambasted the ivory tower, whose inhabitants supposedly spend all their time gathering data aimed not at solving concrete human problems, but at building bigger and better theories to be discussed at stuffy conferences and debated in unreadable journals. The researcher, for his part, is often heard belittling the action-oriented practitioner for his failure to conceptualize clearly; for his inability to think in terms of systems; for his tendency to act on the basis of subjective whims or impressions, ignoring existing empirical data which might suggest altogether different actions; for his failure to realize that the actions which he takes in the future could be made more rational and effective if only he would engage in (or support) a little follow-up research on the actions he is taking today; and for his apparent fear of evaluation on the grounds that it might call his own actions into question.

"A second constraint is that imposed by the disciplinary boundaries which separate the various social sciences from one another. Poverty is an interdiscoplinary problem: to approach it with only the concepts of sociology, or psychology, or economics, or political science, or anthropology, etc., is to omit a broad range of variables which must ultimately be taken into account.

"A third constraint is the ethical necessity for continuous feed-back of research findings into community action programs, thereby producing adjustments or improvements in their operation. While this is the correct procedure from the action – and indeed, the ethical – point of view, it has the unfortunate effect of tossing a monkey-wrench into the research design constructed at the program's outset. The person interested solely in the research implications of a program might prefer that it be carried through to completion without alteration, whether successful or not, so as to yield unsullied findings of maximal generalizability (and perhaps publishability as well).

"Fourth is the constraint imposed by the time dimension. Since in the United States social action programs are typically sponsored either by foundations or by political administrations with relatively short life-expectancies, the pressure for immediate results is always strong. The objectives of the community action programs are, however, long-range in nature; their attainment can become apparent only with the emergence of a new generation, hopefully one freed from the chains of poverty and ignorance. At the end of, say, two or three years, the community action programs may have produced some detectable reorientations of attitudes and aspirations, perhaps some minute but encouraging changes in the statistics which document the plight of the poor, but to expect much more is unrealistic. Our evaluation procedures, then, must be extremely sensitive to social change in its incipient stages.

"Finally, a fifth constraint is the openness of the system which the human community comprises. The community is not a laboratory in which all the variables can be carefully controlled and manipulated at will. All the diversity and unpredictability which characterizes human beings conspire to plague the researcher's attempts to construct a 'pure' design for community action research."[1]

Unlike many War-On-Poverty programs the original RYC in New Haven was funded as an E & D (experimental and demonstration) project. This meant that question of research was, from the very beginning, of central concern to the program, and not, as is often the case in most service-oriented projects, tacked on almost as an afterthought. It also meant – and this is most important for understanding the orientation and technology developed by the TRI-RYC for field testing during its first year of funding – that while we acknowledged (but not necessarily apologize for) the myriad problems, both methodological and theoretical, inherent in all attempts to evaluate the effectiveness of innovative residential programs, that succeeding RYCs would be developed as settings within which both service and research goals would be joined.

A. *The TRI-RYC Orientation Toward Research in Residential Youth Centers*

As indicated above, the TRI-RYC's basic orientation toward the role and implementation of research at Residential Youth Centers was predicated on the assumption that it was, indeed, both possible and appropriate to develop settings in which basic and applied research perspectives could be brought together in the context of a program's overall service commitments. In addition, it was felt that the innovative aspects of Residential Youth Centers as neighborhood-based support facilities to ongoing manpower-training programs in urban settings would create the possibility of forging new alliances with established research capabilities. Finally, it was assumed that the creation of such alliances between universities and RYCs would facilitate the development of mutually beneficial training programs involving both professionals and non-professionals. The fusing of these goals into an explicit and public orientation was reflected in the wording of the original RYC's service and research objectives. They were:

- To evaluate the degree to which a neighborhood-based Residential Youth Center, developed within a manpower-oriented Community Action Program, could be utilized to facilitate the growth and rehabilitation of economically disadvantaged and/or disrupted adolescents and their families.
- To develop criteria by which new and different residential programs could be run more effectively and less expensively than existing programs.

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[1]The above is taken from Brooks, M.P., the Community Action Program as A Setting for Applied Research. *J. of Social Issues,* January, 1965, XXI, No. 1, pp. 37-39. For a comprehensive review of the problems of evaluative research, particularly with respect to programs of action and social change, the reader is referred to Suchman, A. E., *Evaluative Research: Principles and Practice in Public Service and Social Action Programs.* Russell Sage Foundation, New York: 1967.

- To develop a setting in which both professionals and non-professionals could acquire the kind of training that would lead to a better understanding of the problems confronting disadvantaged youth and their families, and of the tools and techniques which might be useful in dealing with these problems.
- To explore the possibility of establishing a viable and ongoing training, research and service relationship between the United States Department of Labor (Office of Manpower, Policy, Evaluationand Research) and Yale University. (RYC Final Report, 1968).

In summary, then, the orientation toward research developed during the TRI-RYC's first year of operation represented an attempt to combine and integrate previously opposing if not contradictory views concerning what constitutes effective and accepted research in action settings. In developing its multidimensional view of research the TRI-RYC succeeded in operationally defining the dimensions or goals of research in the following ways.

- *Data Collection and Analysis*: This refers to the evaluation and assessment of an RYC's explicit service objectives. Included under the headings of "data collection and analysis" would be the variety of evaluative techniques related to gauging the cost-effectiveness criteria of the five RYCs developed during the TRI-RYC's first year of operation. The goals of this type of research would be geared toward assessing the impact of the particular RYC with respect to the target population which it was created to serve. Data such as pre-and post-RYC behavioral functioning in the areas of vocational training, job attendance, job maintenance and upgrading income, involvements with law enforcement personnel and agencies, and school performance would comprise the key assessment inputs into this part of the research system. In addition, it would be expected that the collection and analysis of a setting's data would focus attention on the internal consistency within a particular RYC as well as the comparative goal-achieving effectiveness of different RYCs.
- *The Feedback Function of Research*: A key variable, generally conspicuous by its absence in most action-oriented rehabilitative settings, is the continual use of research data for purposes of altering, modifying or otherwise changing the nature and content of ongoing programs. Past experience has shown that RYCs tend to be highly fluid and dynamic settings; settings which, if they are to achieve or maintain maximum service efficiency, must be provided with the kind of research feedback that can act as an "objective check" on the client-centered inputs of the staff. Consequently, basic to the development of a general research orientation for the field-testing of RYCs was the conception of research as an ongoing input variable whose relevance extends beyond the question of assessment and into the realms of programmatic change. The continuous feedback of research findings into the program constitutes the bridge between external evaluation and the internal utilization of research data.
- *Basic Research and Theory Construction*: A third component of the TRI-RYC's research orientation was directed at the potential "scientific" use of RYCs as field laboratories for the investigation problems which, while not directly related to the explicit service goals of the RYC, are of ultimate importance in any thorough and ongoing analysis of the human and institutional issues involved in the problem of poverty. Previous experience has shown that RYCs, especially those with direct university affiliations, can be utilized as centers for action research, settings in which it becomes possible to investigate some of the variables related to the development and perpetuation of what has come to be called the "culture of poverty." There is little doubt that great difficulties are involved whenever the attempt is made to perform both basic *and* applied research in *any* setting. This is especially true, however, in settings such as RYCs; settings in which there are no traditions or histories attesting to either the importance or relevance of basic research. Nevertheless, the TRI-RYC has taken the position that without the coupling of these two research orientations – without the attempt to develop a a process whereby RYCs become viewed, both externally and internally, as centers for ongoing action research – we shall invariably be creating self-encapsulated and insulated settings whose findings are neither replicable nor generalizeable. Such basic research problems as self image, ego-strength, peer group relationships, and the development of innovative ecological and observational methodologies are of paramount importance in the evolution and construction of viable theories concerning the understanding and alteration of poverty as self-perpetuation culture. In addition, the location of RYCs directly in ghetto areas creates the possibility of studying poverty-related issues that have little or nothing to do with the problems of individuals. Thus, for example, RYCs, simply because of their own unavoidable participation in a "community process," must be viewed as potential settings for the investigation of such issues as neighborhood social structure, the effects of institutional arrangements on urban life, the political and decision-making process, and the sources for and utilization of resources for institutional change. In short, the field testing of the RYC model by the TRI-RYC during its first year of operation could not take place without an accompanying commitment to the needs for basic research and theory construction.
- *Attitudes Toward Research by RYC Staff Members*: Of final importance in the development and implementation of an appropriate research orientation was the problem, previously reported and analyzed of the RYC staff's attitudes toward, involvement in, and commitment to the relevance of evaluative-oriented research. It would be little short of the truth to state that, for the most part, non-professionals – especially those whose own academic or school experiences have been highly negative and personally demoralizing – tend to view research (and researchers) with a mixture of hostility, apprehension and disdain. Often-

times the feelings that exist between service-oriented non-professionals and assessment-oriented professionals are of such a nature as to lead to the selffulfilling prophesy: each group comes to act in ways that were predicted by the other. Under these conditions cooperation becomes impossible and animosity and mutual suspicion replace and overshadow the possibilities for developing any viable or meaningful working relationships. Consequently, part and parcel of the research orientation developed by TRI-RYC was the assumption that unless and until attitudes toward research assumed their rightful place in the *planning* of research goals, the goals would tend to be either diluted or defeated by the host of feelings on the part of both RYC staff members and their research "colleagues." Toward this end the following steps were taken:

a) All prospective researchers in new RYCs were required to participate in some of the service-oriented aspects of the program.

b) All prospective RYC staff members were required to participate in some of the research or evaluation-oriented aspects of the program.

c) The RYC staff (researchers and service personnel) in all 5 field-testing cities were required to attend pre-service workshops conducted by members of the TRI-RYC staff. These workshops focused specific attention on the attitudinal barriers on the part of both service and research staff toward the problems and concerns experienced by the other.

B. *The Implementation of A Research Technology In the Target Cities*

Given the orientation described above, the problem of developing a technology for field testing involved the need to elaborate a data-collection system that would enable RYC staff members (service and research personnel) to deal with the basic and applied research potentials of their new settings. The problem was further complicated by the fact that newly funded RYCs, much like the original prototype developed in New Haven, were allocated very little money for purposes of securing or sub-contracting for outside research and data-analysis assistance. Consequently, and given the multi-dimensional research orientation adopted by the TRI-RYC, a data collection system was designed that had to meet the following criteria:

- *Simplicity*: All relevant service-oriented data must be clear, concrete and appropriate to the needs of program planning for clients (residents and their families).
- *Ease of Administration*: All data gathering procedures must be designed with the goals of enabling non-professionals to both administer and interpret information immediately and without recourse to outside consultants.
- *Completeness*: All information and information-gathering processes must provide staff members with a total picture of the client, a profile extensive enough as to allow for present and future planning as well as the development of baseline material for future service evaluation.
- *Continuity*: All data-collection procedures should cover the entire period of time during which the resident was involved in the residential program. In addition, information must be available with respect to the clients' pre-and post-RYC experiences.
- *Standardization*: All data gathering procedures must be standardized with respect to the structure and content of obtained information. Under no conditions are the data obtained in the five field-tested RYCs to be of such a nature as to impede future comparisons and replications.
- *Utilization*: All data collection procedures must be designed to allow for immediate utilization of the data by RYC staff members. Consequently, comparison and internal evaluation points must focus attention on relevance of information for purposes of individual client planning.

IX. GUIDLINES FOR ROLES AND RESPONSIBILITIES

The Residential Youth Center has been funded as a support service to enrollees who are either presently or potentially enrolled in the overall spectrum of manpower training programs currently administered through CAP or CEP programs. The Department of Labor and CEP, after considerable discussion and review, have agreed that the successful implementation of RYCs depends on a clear and agreed-upon understanding both of the RYC as a program and the decision-making roles and responsibilities of those agencies and individuals involved in its development.

Why the RYC is Unique and Cannot Be Treated by CEP or CAP Agencies in Ways Similar to the Manner in Which Other Component Programs Are Treated

1. The RYC is a 24-hour-a-day, 7-day-a-week operation. This means that its staff will be subjected to demands and pressures unlike those affecting staff members of other programs.

2. Because the RYC is a 24-hour-a-day operation it must be able to make decisions "on-the-spot" in response to crises and problems that will occur at any time of the day or night.

3. The RYC has developed a highly individualized approach to enrollees who have been termed "special problems." Its enrollees are "high risk" youth and require a degree of personal commitment and involvement over and above what is normally given in other component programs. The RYC, therefore, must have a maximum flexibility in terms of its procedures of working with youth.

4. Because the RYC is imbedded in the community it must deal with agencies independently on matters involving its clients and their families. This "advocacy" function of the RYC demands a great deal of freedom and latitude of movement.

The RYC is Still Experimental

As a concept of service the RYC is still in its experimental stage. For purposes of administration this means that:

1. The RYC needs the time and freedom to work out its problems both in the community and with respect to the clients it serves.
2. In recognition of the particular and special problems that the RYC must contend with, the Training and Research Institute for Residential Youth Centers has been funded to assist all RYCs in working out these problems during the Center's first year of operation. Because the TRI-RYC is staffed by people with experience and training in problems relating to RYCs, the Institute and its particular field trainer are viewed as the most appropriate source of on-going technical assistance and support.

Table of Guidelines for Roles and Responsibilities

RYC Operation	Funding Source	Prime Sponsor and/or Subcontractor	Project Staff	TRI-RYC Institute	MAR
1. Selection and hiring of Director & Deputy		X		(X)	(X)
2. Neighborhood		X	X	X	
3. Agency Referrals Involvement			X	X	
4. Training				X	
5. Site Selection and Leasing	X[1]	X	X	X	
6. Physical Rehabilitation		X[2]	X	(X)	
7. Establishment of Wage Rates for Job Titles Unique to Project			X		
8. Other Staff Hiring & Firing			X		
9. Payroll & Fringes		X			
10. Staff Scheduling			X		
11. Purchasing Under $300			X		
12. Purchasing Over $300	X	X			
13. Recruitment of Enrollees		X	X		
14. Enrollee Discipline			X		
15. Research			X	X	
16. Evaluation	X			X	(X)
17. Refunding	X	X	(X)	(X)	X

Key: X = Where a single X occurs this means that the individual or agency so designated has the sole and prime responsibility.

XXX = Where two or more X's occur in a line, it means that the individual or agencies involved share in that particular operational responsibility.

X(X) = Where X and (X) occur in the same operation, it means that while the prime responsibility lies with the X, that prime responsibility will not be exercised prior to consultation with the (X).

[1]Leasing only

[2]Sign off on contract

Above Table of Guidelines Summarized for Each Agency or Individual Involved

I. *Prime Sponsor and/or Subcontractor*

A. Sole or Major Responsibility
1. Selection of Director and Deputy after concultation
2. Payroll services and fringe benefits
3. Purchases over $300
4. Refunding (with Project staff)

B. Shared Responsibility
1. Neighborhood penetration
2. Site selection and leasing
3. Physical rehabilitation (sign off on contract)
4. Recruitment of enrollees

II. *RYC Project Personnel (Director and Deputy Director)*

A. Sole or Primary Responsibility
1. Agency referrals
2. Physical rehabilitation
3. Establishment of wage rates for, and titles of RYC staff
4. Hiring and firing of staff other than director and deputy
5. Staff scheduling
6. Purchases under $300
7. Enrollee discipline

B. Shared Responsibility
1. Neighborhood Penetration
2. Site selection and leasing
3. Recruitment of enrollees
4. Research
5. Refunding

III. *TRI-RYC (Institute)*

A. Sole or Major Responsibility
1. Training

B. Shared Responsibility
1. Consultation on selection and hiring of Director and Deputy
2. Neighborhood penetration
3. Site selection and leasing
4. Consultation on rehabilitation
5. Research
6. Evaluation

E. *The Role of Government in Determining the Course of Events*

One of the more striking and, in the long-run, most important results of the TRI-RYC's first year of operation was the increasing realization of the degree to which the Federal Government influences the course of events (i.e., the speed and ease with which RYCs are created) both by what it does *and* does not choose to do; that is to say, Federal decisions – even those not directly related to the opening of centers – create conditions and set up expectations in potential RYC contractors that invariably generalize to and affect the development of centers. Thus, for example, the shifting of priorities and monies that, in reality, *favor* the establishment of RYCs are often interpreted by potential contractors in ways that lead them to believe that the opposite was, indeed, the overall intent.

X. SUMMARY PROFILE

- RYCs develop most quickly and easily in cities characterized by relatively stable political and social conditions. Interestingly enough, there is a high correlation between the quality of an action agency's commitment to, and support for, the RYC model and the general political and social atmosphere of the city. The definition of stability utilized may be viewed, however, as antithetical to the goals of social change.
- RYCs develop most quickly and easily in cities in which there is a single contractor. Whether or not that contractor need necessarily be an agency with a history of experience in the field of poverty is an open question. Our own feeling is that prior agency experience in the War-On-Prverty may be as much a hindrance as a help.
- RYCs develop most quickly and easily with agencies that are self-referred rather than those "prompted" or motivated by Federal money sources explicitly made available for that purpose. More and "better" time is spent with self-referred agencies than with those whose expectations are initially "funding" rather than "program" oriented.
- While it is somewhat easier to develop RYCs when funds are assured, it does not follow that the availability of funds guarantees speed of implementation. Indeed, there is data to suggest that when an agency must, at least in part, develop its own funding resources, its commitment to the RYC is both greater and usually manifested by better input and ongoing support.
- RYCs develop most quickly and easily with agencies with whom much time has been spent exploring issues such as values, service orientations, traditions and the broader implications of the program. In short, if money is assured in a way that enables the Institute and an agency to pursue relationship building activities, the prospects are quite good, especially if only one agency is involved with the TRI-RYC.
- Most surprisingly, the quality and competence of RYC leaders has little to do with the speed and ease with which an RYC develops. What *does* make a difference is the quality of commitment on the part of the contractor. With low contractor commitment, even the best of RYC leader-teams fail to initiate their centers quickly and easily. With high contractor commitment, however, creative RYC leader-teams can make all the difference in the world.

I. RESIDENTIAL YOUTH CENTER: BACKGROUND

In 1966, as a consequence of a review of existing residential facilities as support services to manpower training programs, the first Residential Youth Center was established in New Haven, Connecticut. Unlike other facilities, the New Haven RYC was developed as a community-based, indigenously-staffed facility whose goal it was to work with those youngsters (males between the ages of 16 and 21) who were having the greatest difficulty (and creating the greatest number of problems) in the existing opportunity programs that were coordinated through New Haven's community action agency (Community Progress, Incorporated). The youths to be served by the Center were selected on the basis of criteria that stressed not only socio--economic disadvantagement but also the severity of the problems they were both experiencing and creating within the training and opportunity program itself.

Attempting to meet these youngsters needs, the RYC developed a residential model that was quite different from the residential models that were more generally utilized in most settings. The model included:

- The development of a non-institutional setting.
- A range of services extending to both enrollees and their families.
- The use of the local neighborhood as the Center's setting.
- The coordination of residential support and vocational training services.
- The use of non-professionals as the prime source of help.
- A focus on self-help.
- An innovative concept of organization (horizontality).
- The development of a task-oriented type of sensitivity training for staff members.
- The reliance on a small center concept.
- Community penetration and involvement.
- Counseling and use of peer group relationships.
- The development of appropriate evaluation techniques for action-oriented settings.

II. VARIBLES: THE MODEL DEFINED

As a model of both service and organizational philosophy, the RYC is composed of a number of different, but intimately related, variables. Listed below are some of the essential components of the program, and each variable is described briefly. It should be pointed out that the mingling and meshing of these variable is what ultimately defines the model and distinguishes it from other programming and residential designs.

- *Non-Institutional Setting*: The RYC is conceived of as a community facility. In other words, unlike most residential programs it consciously seeks to avoid the creation of a setting with institutional overtones. This is achieved in a variety of different ways. In terms of the physical facility, however, non-institionalization is dependent on architecture (e.g., the creation of a home-like atmosphere), openness (e.g., visiting is not confined to specific hours), and accessibility (e.g., the use of the facility by any and all groups in the surrounding neighborhood or community).
- *Range of Service Extending to Both Enrollee and Family*: The RYC is predicated on the assumption that, as a support facility to manpower programs, its services are most effective if they involve both the individual in residence and his family. Consequently, the pattern of service involves the attempt to assist and/or rehabilitate both residents and families through the efforts of a single indigenous, non-professional whose own training involves both an awareness of processes of manpower programming and a sensitivity to the particular needs and concerns of chronically disadvantaged inner-city people.
- *Setting Within the City*: RYCs should be located within the inner-city at points that are accessible (either walking distance or a short bus-ride) to opportunity and manpower training programs. Particular location will vary with the community but the attempt is made to have the RYC situated either in or on the fringe area of a singular or multiple ghetto.
- *Coordination of Residential Support with Vocational Training*: The goals of all RYCs are to facilitate the vocational and personal development of its enrollees. Specifically, this means that if an enrollee is determined not to return to school every effort is made to prepare him for full time employment in a vocation of his choice. Consequently, all RYC staff and residents must develop effective and mutually enhancing relationships with manpower programs and personnel, particularly those with specific vocational implications.
- *Use of Non-Professionals As the Primary Source of Help*: A key variable in the RYC model involves the singular reliance on indigenous non-professionals as its primary service personnel. RYCs are generally staffed almost completely by people from the immediate community. These people are trained and supported but must be viewed as the Center's "change agents" with the primary clinical, service, and administrative responsibilities of the facility.
- *Focus on Self-Help*: All RYCs are predicated on the assumption that unless the recipients of service are contributing to the development of the setting the tendency will be one in which the center becomes viewed and experienced as a uni-directional "handout." Consequently, participation by enrollees in the center is for the most part, voluntary. In addition, enrollees are encouraged to set their own goals and the ex-

pectation is that they will contribute financially to the running of the center. Thus, for example, all enrollees are expected to pay rent, the particular amount for any individual to be determined by his income. A general rule on rent is as follows:

> Amount paid by an individual should be no less than 30% of his weekly income, not to exceed $15 per week.

- *Organizational Structure (Horizontality)*: As an organization, an RYC is structured in a manner which will facilitate both the sharing of responsibilities by staff members and the overall growth of RYC personnel as a whole. The vehicle by which this is accomplished is called "horizontal structure." Horizontal structure involves a redefinition of organizational roles and responsibilities so that all staff personnel (e.g. director, deputy director, RYC workers, cook, live-in counselors) carry clinical, administrative and programming responsibilities.
- *Staffing*: The staffing of an RYC involves at least two separate processes: selection and training. Criteria for selection involve individual assessments concerning personal background, motivation, degree of commitment, and willingness to accept new responsibilities and attendant anxieties. Training is of the "sensitivity" variety, but is focused on concrete problems and tasks within an inter-personal and one-to-one context.
- *Small Center Concept*: RYCs are viewed as an important support service to those youth who have been labled "hard-core" or chronically disadvantaged. This means that the youngsters served by RYCs are adolescents (age 16 to 21) with long histories of failure (both personally and educationally), and extensive prior involvement with law enforcement, mental health and social service agencies. This being the case, RYCs are small (e.g. they house only 25 youth at any time) and well structured so as to facilitate the development of intensive helping relationships between enrollees and staff.
- *Community Penetration and Involvement*: As indicated above, an RYC is or should be embedded in a particular community. Consequently, the effective implementation of an RYC can only take place after the community surrounding the facility has been directly involved in the development of the Center. While community penetration is an on-going activity it is most critical during the two or three months prior to the time the RYC opens its doors.
- *Counseling of Enrollees*: The definition of counseling employed at an RYC is both broad and complex. Counseling involves any and all one-to-one group interactions that focus attention on the needs, problems and aspirations of residents. Both formal and informal counseling of the one-to-one nature occurs at all hours of the day and night. In addition, the development of group programs provides the enrollee with the opportunity of gauging his behavior in terms of the means-ends expectations of inter-group life. Counseling, therefore, is not restricted to particular times or places, but occurs in terms of the needs of the individual resident.
- *Peer Group Inter-Action of Enrollees*: In addition to the counseling described above, RYC residents are expected and encouraged to participate in the operation and development of the Center. This is accomplished through the implementation of a Resident House Council, a group composed of RYC residents. This group is invested with the responsibility of developing programming policies, initiating, and implementing self-governing rules, and facilitating the integration of the Center into the community. The overall goal of encouraging peer group inter-action is the development of individual and group responsibility and participation in the decision-making processes.
- *RYC As A Learning Component*: Learning, both formal and informal, is a process by which individuals experience a developmental sense of self, participation and transcendence. The learning process at an RYC is both individual and group-oriented. In addition, however, particular attention is given to enrollees who desire to improve formal academic skills. This aspect of the learning component is approached from the point of view of tutoring and the development of an organic or functionally-oriented programmed learning environment.
- *Relationship with CAA, CEP, and Other Community Services*: As indicated above RYCs are viewed as support services to existing opportunity and manpower training programs. In addition, by the very nature of the enrollees served, the RYC must be intimately related with other social service and mental health agencies. The development of this relationship is of primary importance in the development of the Center and should be approached from that point of view. Problems of coordination and role responsibility between the RYC and other community agencies must be dealt with at a point in time before crises occur. Consequently, it is viewed as part of the process of community penetration and involvement.
- *Evaluation and Research*: RYCs are evaluated through a research model that stresses both behavioral and psychological changes over time. The overall design employed is based on a per – post test of attitudinal and behavioral indices of functioning related to vocational, social and attitudinal behavior. In addition, attempts are made to plot the effects of the Center on an enrollee's participation and success in manpower training and full time job situations. Finally, all statistical data are supplemented with detailed individual case histories.

One of the purposes of the Residential Youth Center program was to explore the question of whether or not, given appropriate conditions for learning and growth; so-called non-professionals could assume the kinds of clinical responsibilities usually associated with mental health professionals. However, the most important issue involved much more, and extended far beyond the question of training more people and people from different walks of life to assume clinical responsibilities. Current shortages in manpower (not having enough trained mental health personnel) are but the symptoms

or surface manifestations of a way of thinking, of a problem involving particular conceptions and assumptions about people and what they are capable or incapable of doing.

The development of the Residential Youth Center, especially with respect to the selection of staff, was predicated on the assumption that the nature of one's formal background or training was relatively unimportant for the complex kinds of human services we wanted to provide. It was felt that in order to undertake the venture at all one had to assume that people could learn, could change, and could function in ways heretofore unexpected; in short, that the indigenous non-professional was capable of assuming completely the full range of clinical responsibilities. Under these conditions, staffing the Residential Youth Center had more to do with getting certain *kinds* of *people* than with getting certain kinds of *credentials*. Consequently, the basic criteria utilized in selecting the staff for the Residential Youth Center had to do with: a) the amount of observable or inferrable commitment and involvement that a candidate indicated toward the work, and b) the amount and kind of experience the individual had in working with members of the target population.

III. STAFF STRUCTURE

Basic to the development of the Residential Youth Center is the notion that its own social structure, no differently than that of any other setting irrespective of organizational philosophy, would be a reflection of the kinds of assumptions made and conceptions held about the people (the staff) who comprised the setting. If what people did or didn't do, what they felt they could or couldn't do was, at least in part, a function of the kind of setting of which they were a part then it was encumbent upon the setting to both create the conditions and develop the orientations under which change was possible. Consequently, the development of the Residential Youth Center as a social structure was predicated on the assumption that given the kind of setting in which people, both as individuals and as members of a group, could begin to explore their own potential in an atmosphere which no longer viewed them as expendable but which, rather, was dedicated to their own development and growth, they would, indeed, become the kind of staff capable of working effectively with a target population (i.e., the "hard-core" poor) heretofore deemed "unreachable." In short, although the Residential Youth Center was explicitly funded to meet the needs of chronically impoverished inner-city residents, its "real" focus was on the development of a "delivery system" designed to meet the human needs of its own members.

IV. HORIZONTAL STRUCTURE

With this in mind, the Residential Youth Center was structured along lines which, for want of a better word, termed "horizontal." By "horizontal structure" the staff meant a setting whose organization would make it possible to combine the positive characteristics of the under-manned behavior setting with the more efficient administrative aspects of other types of organizations without allowing either form of organizational philosophy to dilute the program's goals of individual and collective growth. In the concept of horizontality – in the institutionalization of responsibility on levels of parity – we saw the possibility of developing a social structure which could become the servant, rather than the master, of its creators. In its simplest form, the notion of horizontality involved a series of specific organizational and structural innovations aimed at creating the conditions, both clinical and administrative, under which the staff could: a) learn from each other in a situation characterized by reciprocity and mutuality; b) develop a clinical sensitivity and perspective that was both individually and collectively helpful; c) pursue and receive the kind of training that would facilitate the assumption and utilization of personal responsibility and; d) work and live in an atmosphere of interpersonal openness and free communication.

Clinical Responsibilities

The horizontal structure came to mean many things. On a clinical of service level, it meant that each staff member, regardless of his position in the organization or formal "job description," would carry a case load. Carrying a case load was defined as assuming the total responsibility for all decisions and interventions involving a resident and his family. It also meant that although the staff as a whole would have the right to try to influence the ways in which an individual was thinking and working with a family (staff meetings were to be utilized, in part, to allow each individual on a regular basis to report on his activities with respect to a given client), that no staff member regardless of his status in or out of the organization, would presume to make clinical decisions involving another staff member's cases. In short, although staff meetings were clearly to be utilized for purposes of trying to influence the decisions people made, it was left completely up to the individual staff member to make the final decision in his case. The rationale behind the "horizontal" sharing of clinical responsibilities was a simple one. It was that the staff wished to create the conditions under which each and every staff member would be able to have a direct and intimate appreciation of the problems involved in working with a family. The notion that no one would be spared the experience of dealing with a client and his family was undertaken in the hope that this would enable people to participate in each other's problems, to share and be able to work through the anxiety that such responsibilities inevitably created, and to view each other as sources of knowledge, help, and support. It was also assumed that when people are engaged in activities for which they feel a deep personal commitment, and when these activities involve similar problems and concerns, that the knowledge that others are similarly involved would facilitate the development of a learning situation characterized by openness and mutuality. In short, the staff wanted to make it as difficult as possible for people inhabiting what at least from the "outside" seemed to be positions of deferential status and power to look at each other and say, "You don't understand my problems. You sit up there and tell me what to do, but you don't know what I'm feeling. You haven't been through it yourself." Clinical "horizontality" was designed to put everyone "on the line" in the hope that

it would enable people of different backgrounds and experiences to learn from each other in an atmosphere of mutual trust and respect.

In addition to its clinical aspects, the horizontal structure also involved a sharing of many of the specific behaviors and duties usually associated with different jobs. Although for purposes of funding it was necessary to define functions in a relatively narrow manner (i.e., Director, Residential Youth Center workers, Live-in Counselors, Deputy Director, Secretary, Cook) and to submit a formal hierarchy of authority, in point of fact everyone on the staff was expected to learn and to be able to function in a variety of different jobs. Thus, for example, everyone was expected to "live in" (to function as a live-in counselor in order both to relieve the regular live-in staff and to be able to experience what life at the Residential Youth Center was like at 3 o'clock in the morning), to prepare the meals during the regular cook's days off, and to know enough about different people's jobs to be able to assume those function in the event of any emergency or unforeseen situation. Again, the goal of this "interchangeability" (rather than "replaceability") of roles was to allow each member of the staff to have a rather direct experience of what life was like in another person's role and, hopefully, by so doing to prevent the development of the kinds of "minor kingdoms" which only separate and insulate a staff from each other. At the Residential Youth Center, at least structurally, there was to be no such thing as "my job," "my piece of the action," and "my office." It was, in short, a situation in which the attempt would be made to learn how to function as "creative generalists" – as people to whom a variety of tasks could have "clinical" relevance – rather than to encapsulate ourselves in some real or imagined technical specialty.

Administrative Responsibilities

On an administrative level the horizontal structure was defined as the attempt to develop mechanisms to inhibit the growth of an essentially unhelpful and calcifying bureaucracy, the kind of bureaucracy that is founded upon the assumption that there is something inherently elevating about administrative responsibilities. With this in mind the staff made a particularly important decision early in the life of the Residential Youth Center: it was that the actual administrative functions and duties of the Residential Youth Center would be taken out of the exclusive hands of the Director and Deputy Director and distributed among the staff in terms of individual interests, abilities, and past experiences. Consequently, problems relating to the budget, public relations, the setting up and chairing of meetings, in-service training, inter-and intra-agency affairs, and program coordination were delegated to, and made the responsibility of, individual members of the staff. In a manner similar to the one employed with respect to one's clinical functions, each staff member was expected to keep the rest of the staff abreast of his administrative duties. Again, the hope was that the staff would all be able to learn from each other's duties and that in the process we would gain a fuller understanding of the variety of administrative issues that have to be dealt with in a project such as ours. In the very real sense all staff members were novices in the field of administration. No member of the staff had ever directed a program and, consequently, the Distribution of administrative duties was part of an overall process of both learning the techniques and methods of management and mastering the criteria which administrators and program developers utilize in making technical decisions.

Programming Responsibilities

As already indicated, the development of the horizontal structure was predicated upon the conception of a setting dedicated to individual and collective self-actualization. The sharing of clinical and administrative responsibilities was an essential and integral part of that process. In addition to this, however, it was felt to be important that the setting be structured in a manner that would both allow and encourage an individual to pursue and develop those work-related areas of his life in which he, and he alone, had an abiding and personal interest. This meant assuming that, given the appropriate conditions, staff members were all capable of developing their own particular interests and talents in a manner that would not only be fulfilling personally but would also be exciting and helpful to others; namely, the clients with whom we were to be engaged. This being the case each staff member, in addition to his clinical and administrative duties, was given the opportunity of conceptualizing, developing, and coordinating an evening program; a program growing out of his own interests, training, or experiences; a program that would be available to all Residential Youth Center residents and their families; and a program for which he, and he alone, would be responsible. In theory, the form and content of these programs could only be limited by the range of personal interests represented on the staff. In point of fact, the programs that actually emerged (i.e., music, athletics, carpentry and auto mechanics, remedial education, counseling, resident council, municipal government, self-help, etc.) were directly related to some aspect of the program leader's past experiences, current interests, or vocational goals. Although it was hoped that the programs would, indeed, attract and involve youngsters residing at the Residential Youth Center, especially during those times (i.e., evenings and weekends) when they were not at work and had "time" on their hands, of equal importance to us was the notion that the programs themselves offered each and every staff member a chance to pursue some area of interest that "meant" something to him as an individual.

Discussion Not Dictation

Of equal importance in the development of the horizontal structure was the fact that we wanted the Residential Youth Center to function on the basis of "discussion not dictation": members wanted the staff, rather than any single "leader," to make policy decisions, and to do so through a process predicated upon people feeling that they were important to the organization and perceiving themselves as having a definite stake in its fate. But in order for such a situation to exist, it seemed essential that the staff be able to talk with each other and to decide things from positions of direct experience and in an atmosphere that would facilitate the sharing of ideas, suggestions, and concern. This being the case, it was important that every member of the staff be able to function in

a variety of different areas and in a number of different roles. Above all it was important, especially if the staff were to use its experiences to make policy decisions, that it be able to "know," in as concrete a manner as possible, something about the problem it was or would be confronted with.

These then were the reasons, both conceptual and practical, behind the development of the Residential Youth Center as a horizontal organization.

V. STAFF TRAINING

If there was anything staff members had learned (and learned well) from their involvement in different organizations (i.e., the Public Schools, the Regional Center, and Community Action, Programs) it was that they could be certain of one thing: that there would always be problems. The problems would vary in content and intensity, but they would always be there, always pose some present or potential danger to the organization, and always threaten, to one degree or another, the goals of the setting and the welfare of its people. To say that one could always count on the existence of problems seems to be little more than a glimpse of the obvious. The past experiences, however, had left workers with a residue of unhappy examples of just how rarely this apparent truism is taken seriously enough to be translated into, or to lead to the development of, the kinds of organizational vehicles that might enable a setting to deal with its problems in non-self-defeating ways. To be aware – however dimly, perhaps even unconsciously – of the inevitability of problems is one thing; to anticipate their occurrence and to plan or devise internal mechanism for handling them is quite another. Every organization "knows" that at one time or another it will be confronted with problems involving differences in values among its staff, with interpersonal conflicts, and with different perceptions of the nature of the institution's goals and the means of achieving them; but few organizations prepare themselves to deal with these issues in anything but reflexive and crisis-oriented ways. At the Residential Youth Center, for example, long before the formal advent of the program, the staff could be fairly certain that the very manner in which the setting was structured guaranteed the occurrence of certain problems. It was inevitable that horizontality would create problems for those who had always functioned in hierarchical organizations. Just as horizontality brought with it the possibility of greater freedom and the potential for individual growth, so too did it promise to create conflict for people who had often been rewarded for being passive, dependent, and non-creative. There would be other issues, issues that would compound and exacerbate the "usual" personal, inter-personal, and organizational problems that would arise from a setting in which people worked and lived with each other so intimately and intensively, and always, always there was the question of race – ever present, ever influencing the course of events, and sooner or later raising its head in confrontation.

The anticipation of problems and the realization that the staff would have to develop a vehicle for dealing with them were only a few of the reasons for turning to sensitivity training, for wanting to "institutionalize" it, and for making it a formal and permanent part of the organization's structure. Workers at the Center were acutely aware of the fact that problems would never be "solved," but the staff hoped to be able to use these sessions to deal with our problems in a preventive manner. Institutionalized sensitivity training was to be used as a mechanism, indigenous to the setting, through which we could deal with our problems openly and regularly, and hope that by so doing they would be kept from interfering unduly with the goals of the program or the individual and collective growth of the staff.

Internal Self-Reflection and Self-Correction

One of the most sobering aspects of staff members' previous involvement in other helping settings was the experience of seeing just how often and how quickly an organization can be robbed of its vitality and innovativeness by a process of self-encapsulating and self-perpetuating mediocrity. In time, some organizations seemed to assume a life of their own, propelled as if by some nameless internal dynamic, oblivious to the commands of those who nominally remained its owners. Eventually, a point is reached when events become irreversible and change becomes impossible. It is at that point that the institution's builders "officially" become the prisoners of their own creation.

It is very important to the Residential Youth Center that we be able to control this "thing" we were creating before it came to control us. In sensitivity training the staff saw the possibility of developing a self-reflective and self-corrective mechanism, a process which would enable the workers to evaluate themselves and the program constantly. If used properly (and honestly), it would allow the staff to look at themselves, who they were, how they were changing, and to judge whether or not these changes – either in ourselves or in the setting – were of the enhancing or self-defeating variety.

VI. CLINICAL AND SENSITIVITY TRAINING

Despite the fact that very few members of the staff possessed any formal credentials, they were all – almost by definition and certainly for all intents and purposes – clinicians. The days and nights at the Residential Youth Center are replete with human encounters and inter-actions, and involve the staff in a series of unending helping relationships. The staff would all be working with clients; trying to help a youngster make sense out of a conflict-ridden world, or assisting his family in their quest for a life of greater dignity and self-sufficiency. Like all clinicians, the Residential Youth Center effectiveness would in large part depend on the quality of the relationships the workers were able to establish with the people to be helped. And, like all clinicians, the staff could only assume that the more aware they became of their own behavior – the more "tuned in" they were to the ways in which they were "coming on" to each other – the more effective they would be in the helping situation.

In addition, the staff felt that if they could extricate themselves from the morass of clinical and personality theories effective clinical functioning could be viewed in terms of the application of a few relatively specific

principles. Of these principles the most important appeared to be:

a) *The Principle of Complexity*: That a problem is generally more complex than it seems.

b) *The Principle of Conceptualization*: That the manner in which one conceptualizes a problem influences how one tries to deal with it.

c) *The Principle of Intersubjectivity*: That it is imperative, in any clinical interaction, to attempt to perceive the world through the eyes of the "other."

Over and above these "principles," however, is the fact that the clinician's own sensitivity – his ability to perceive, interpret, and respond to the experiential communalities that bind people and define the human condition – is his most powerful ally in the helping situation. Some come by this ability almost naturally, and need little if any additional training; others simply "don't have it," and never will have it, however intensive and prolonged their training. Most of the staff, however, are neither "naturals" nor "unteachables"; they possess a certain basic sensitivity and look to training as a way of developing and expanding this gift. In sensitivity training they recognized the possibility of developing the kind of continuous in-service training that would sharpen and strengthen their clinical abilities. If they could learn to deal with the harsh realities of their own limitations and interpersonal problems, they hypothesized it could only be helpful to them in their transactions with their clients.

Decision-Making and Growth

As noted previously due to the manner in which the setting was structured all basic policy and administrative decisions were to be arrived at through group discussion rather than executive dictation. In addition, this "community" that the staff was building was predicated on the assumption that, given the appropriate conditions, people could learn (or re-learn) that their desires for personal competence, interpersonal effectiveness, and group cohesiveness were universal in nature and could be achieved through the help and support of their co-workers. But in order for this to occur – indeed, in order for them even to begin to approach this as yet idealized state – it was imperative that they learn to open themselves to each other. Given these goals, they saw in sensitivity training a potential vehicle which might enable them to discuss our problems and reach decisions in an atmosphere of mutual trust and respect. In addition, it seemed to be the kind of group situation which could foster and encourage the development of openness and interpersonal accessibility.

The reason for sensitivity training was its potential use as an instrument for research and as a source of feedback. In sensitivity training they saw a way of providing themselves with a continual supply of data, the kind of information which they could use as a way of evaluating what was happening both to themselves and to the organization they were trying to build. They viewed it as a sort of "developmental chronicle" through which they could trace the evolution of the Residential Youth Center and to which they could refer for information concerning how and why they arrived at any particular decision. In addition, as the permanent record of the organization it could be used by researchers interested in the problem of the creation of new settings.

An organization is rarely static or unchanging. It "moves" and alters its functions and directions constantly. At certain times the particular antecedents and consequences of change are more observable than at other times. But, when an organization changes – when it alters its purposes, goals or orientations – this change usually occurs over time, and is as much a reflection of what has gone before (its history and process of development) as it is a response to current conditions and future concerns. To the degree that an organization is conspicuously aware of this fact, especially of how important the past is in determining the context in which most decision-making takes place, to that degree will the organization free itself of the tendency to repeat unconsciously the mistakes of the past. At the Residential Youth Center the assumption was made that by studying and analyzing their own history they might avoid the fate of so many organizations which act as if they no longer controlled their own destinies, or understood their own histories.

Applications to Staff Training

A particular feature of Residential Youth Centers is the fact that whatever training (be it clinical, administrative, or programming) is made available to the staff takes place within the facility itself; is geared to dealing with the concrete problems confronting the Center and its residents; and is conducted by people whose backgrounds and experiences (be they academic or non-academic) involve some sort of direct participation in Residential Youth Centers.

The primary type of in-service training conducted at the Residential Youth Center falls within the broad category called *sensitivity training*. The purposes of sensitivity training were many and varied and they shall be listed below; but the basic decision to rely on sensitivity training as the primary form of in-service training was based on a single assumption: the assumption that the more aware the staff becomes of the ways in which they are effecting each other, the more effective they will be in their transactions with the target population.

As indicated previously, the decision to develop some form of sensitivity training as part of the staff's on-going in-service training program was based on a number of considerations. These considerations were both clinical and administrative in nature. First, it was felt that sensitivity training could be used as a way of increasing the staff's abilities to function in clinically appropriate ways; ways that would help us to work with the target populations.

Secondly, it was felt that sensitivity training would be an important aspect in the development of a staff that would communicate openly and honestly with one another, thereby increasing the probability that our organizational innovations (the horizontal administrative structure) would prove successful.

The specific sensitivity training procedures developed at the Residential Youth Center were geared to meet their own specific needs and were, therefore, not typical "T-group" procedures. Three kinds of sensitivity sessions were conducted at the Residential Youth Center. The *first* kind of sensitivity training

might be individual or *person centered* sensitivity sessions. They could be described as follows. All the staff members would write their names on a piece of paper and all the names would then be placed in a hat. One of the staff would then pick out a name and the rest of the session would be devoted to discussing that individual. During the first half hour of this period of time the individual being discussed was not allowed to utter a word. Each staff member would talk about the individual in terms of how the individual "came on to him" and the kinds of experiences and feelings he had in his day-to-day dealings with the individual. Positive as well as negative experiences were shared and the attempt was made to understand the relationship between the ways in which we experience the person and the ways in which we reacted with him. Despite the fact that during this period of time they were discussing a specific individual, equal time was spent in focussing attention on exactly how they were discussing him, the kinds of ideas they had about him, and the relationship between these ideas and how they acted toward him. When this period of time was over, the individual whose name was brought out of the hat was given as much time as he wanted to think about and react to what the rest of the staff had said about him. During this period of time the individual was charged with the responsibility of reflecting on the ways in which he came onto people or, at least, how they perceived him coming onto them. The last part of each individual sensitivity session was devoted to a general summary of what had transpired and the attempt to reconcile the kinds of feelings people had about each other, and the ways in which these feelings determined behavior.

The *second* kind of sensitivity session held at the Residential Youth Center could be described as *group centered* sensitivity training. During these sensitivity sessions, the group as a whole would focus on the kinds of problems they were having in communicating with each other and in working with each other on a day-to-day basis. Unlike the session devoted to individuals, these sessions were primarily designed to help the staff reflect upon its own behavior and to try to work on the kinds of problems (communication, cooperation, and administration) that blocked either individual or group development. Another aspect of these sessions was their use as a partial retreat to stand back and assess the kinds of changes in attitudes and feelings that they were experiencing throughout the time they were working at the Residential Youth Center.

The *third* type of sensitivity session run at the Residential Youth Center had as its major focus any particular problem (internal or external) that confronted the staff (Problem Centered Training). It was during these sessions that the attempt was made to focus on the kinds of issues that are very rarely brought out on the table and discussed in an open and honest manner. Thus, for example, these sessions often dealt with issues of race relations, professional-nonprofessional conflicts and feelings, and any other problems that affected each and every staff member in one way or another.

Needless to say, most of the time sensitivity training sessions did not remain confined to any one issue. More often than not, individual, group, and problem issues occurred in the same session. Our experience with this type of training has led the staff to formulate at least two principles of in-service training that seem to be applicable to action programs that require the close cooperation of a number of different people. Put simply, the principle is that sensitivity training seems to be most effective when it is both reality and task oriented, rather than research oriented. The fact that they were dealing with problems. real people, and real settings made each session relatively concrete in nature and, therefore, more helpful as a whole. A second important finding was the fact that sensitivity training, if it is to be helpful to an organization and its members, must be conducted in a regular and scheduled manner and not done haphazardly when a problem poses itself. Sensitivity training seems to be most effective when it is done for both preventive as well as remedial reasons.

VII. THE PHYSICAL FACILITY

The goal of residency at the Residential Youth Center is to provide the resident with a non-institutional, real-life situation. Given the nature of the program it is to be expected that most of the prospective residents will have come from a history of institutional settings be they reformatories, mental hospitals, etc. In addition since the majority of these youngsters have already been diagnosed as mentally retarded, incorrigible, in one way or another "beyond hope," it is doubtful that in the course of their institutionalization they have experienced very much in the way of rehabilitation. Typically they are youngsters who are simply maintained or, at best, tolerated in any setting. As a result, they usually have a host of bad associations with institutional living. It is important for an RYC to avoid as many of these associations as possible. We have found that a single entrance, wood frame, multiple dwelling is ideally suited for this purpose.

A great deal of the success of an RYC depends upon the quality of the relationships that develop among the residents themselves and between staff and residents. A facility which had a separate entrance for each floor would create unnecessary and unwanted divisions between staff and residents. Furthermore, due to the nature of the environment in which the RYC would be located (i.e. inner-city) it would be necessary to keep a check on visitors entering the center. A single entrance structure would facilitate both these concerns. The choice of a wood frame structure over, say, a brick structure would eliminate, initially, much of the harshness generally associated with institutional living. As to the choice of a multiple dwelling, practically speaking it would probably be easier in many cases to house an RYC as a portion of a larger residential facility already in existence such as a large boarding house, a Y.M.C.A., or a small hotel. However, what would be lost in these instances would be the sense of intimacy necessary to the development of staff-resident relationships. The resident would tend to see himself as once again "lost in the shuffle" a characteristic of most large institutional settings. Housed in a small multiple-dwelling, the RYC would be a free-standing and self-contained unit more capable of conveying to the resident a sense of belonging and the prospect of individual attention.

Interior

The RYC building should contain approximately 15-18 rooms which would include: an office, a kitchen, a dining room, a living room, enough bedroom space for 20 residents and 3 live-in staff, and a basement.

Briefly, *the office* should be large enough and contain sufficient equipment to accomodate a staff of about 10 persons.

The kitchen should be equipped solely with industrial equipment. It has been our experience that domestic kitchen equipment does not stand up well under the wear and tear of two meals per day for 20 youngsters. Furthermore, whereas domestic size equipment forces the residents to eat in shifts, commercial equipment enables all to eat together.

The dining room should be large enough to accomodate about 25 people at one sitting. Although the dining room is set up cafeteria style, we have tried to avoid giving it the appearance of a "mess hall" by furnishing it with small round tables.

Since most of the residents' entertaining will be done in *the living room,* it is important that it be large enough for organized social gatherings. Given the community orientation of an RYC the living room might also function as a meeting place for various community and neighborhood groups. In furnishing the living room, it has again been our experience that only the most durable furniture will suffice. Any attempt to save money by investing in lower grade furniture will almost certainly end up costing more due to breakage.

The remaining 11-14 rooms serve as *bedrooms* for the 20 residents and and three live-in staff. It has been our policy to place more than one resident in each bedroom for various reasons. First, the policy can be used as a therapeutic tool by placing together two boys who would compliment each other. One of the characteristics of many RYC residents is that they have been unable to develop many close relationships in their life. The careful placement of residents might be the first step in overcoming this difficulty. In addition, having more than one resident in one room provides the center with a built-in mechanism for maintaining a racial balance. Furthermore, the boys often serve as a check on one another which can act as a safeguard against suicide or other dangerous acts on the part of either roommate.

The *basement area* can be apportioned to serve the instructional and recreational aspects of the center which would be determined by staff interests. It was agreed that all staff members would run at least one night program in an interest area of their own choosing, which would take some of the pressure off the night staff and involve the day staff in the night time operation of the center. Example of some of the uses of the basement area in the New Haven center are the hobby and wood shop, the judo and weight lifting room, astudy room and a music room. In addition, the pool room, T.V. room and a laundry area can also be found in the basement.

Location

The overriding concern governing *the location* of an RYC is that it be in the type of environment which is already familiar to the youngsters, namely the inner-city. Only then can he begin to act on the problems that confront him instead of escaping them. Any attempt to place the youngster in a rural utopia might alleviate some of his pressures temporarily but would serve only to confuse him in the long run.

Practically speaking the RYC should be located in an area which could draw on a number of inner-city neighborhoods conveniently. This would insure that the center would serve the greatest possible need and would also provide the residents with easy access to work, school, and the home. The center should also have a little land to be used for recreational purposes.

To serve the resident properly, it has been our experience that service must also be extended to the parents of the boy as well as the community at large. In the case of the parent it would be important that the RYC be located in an area which was close enough to the home to encourage frequent visits on the part of the resident and his worker. Conversly, such a location would also make it convenient for the parent to become involved in the development of the center itself.

Similarly, it is felt that the involvement of the community is important to all concerned. The community should be made aware of the program even before it begins and asked to participate in the implementation of the project. Hence, the center is open to house or sponsor community programs, such as the mental retardation program and pre-school nursery in New Haven. There should be an advisory board of neighborhood residents established to make recommendations to the project. It is hoped that if the resident could begin to see the community as supportive rather than hostile he would be more likely to react constructively. If the community on the other hand, could begin to see the resident as valuable, they would be more willing to accept him upon his termination from the center.

Building Codes

In order to become operational, the RYC facility must be consistent with a number of *local building codes.* If there exists an agency similar to the Redevelopment Agency in New Haven, they would be the most appropriate people to coordinate this aspect of the project. The RYC must first be located in an area zoned for hotels or rooming houses. Once such a facility is located, it must be approved for its intended purpose by the building inspector. It is important that this be done before the lease is signed. The Fire Department must then be called in to approve the structure of the building, location of exits, and the wiring. The Board of Health must pass inspection on the bathrooms and kitchen for sanitary purposes.

Once the building has been approved it will probably be necessary to employ the services of an architect and/or a contractor to design and execute the necessary renovations. Before the actual work can commence, however, it is necessary that the renovation specs be approved by all of the above agencies.

A serious consideration concerning renovations are the federal guidelines for that category which state that the cost of renovation cannot exceed 25% of the rent of the building. While such a figure may be unrealistic in many cases, it must be taken into account where federal funding is desired. In extreme cases the amount of renovation needed might even be a deciding factor in the choice of a facility.

Ideally, all renovations should be completed before

a center becomes operational but this is not always possible. It has been our experience that renovations constitute the largest single set back in a center's timetable; a lag of two to three months is not out of the ordinary. This eventuality should be anticipated.

Summary

Overall, then, the interior of an RYC should be comfortable but not so luxurious as to encourage dependence. The process of moving a resident out of the RYC begins as soon as he enters the center. That is to say, the work of helping the resident became capable of making it on his own begins immediately. And a part of that work entails helping a resident to set realistic goals for himself. One of the first questions a resident is asked upon entering the RYC how long he feels he will need the center. Thus, while the RYC should definitely function as a home for the resident, his term of residency should be a period of growth and transition in his life where he learns to master, in a systematic way, the trials of everyday life. To succeed in this endeaver it is necessary that he be presented with alternatives which are not unattainable. The physical plant itself should reflect this concern. While it would be desirable to present the resident with physical surroundings which would be, perhaps, more orderly than the conditions from which he came, they should not be so far removed from the life style to which he is accustomed that the RYC is not to isolate a youngster from the source of his problem but rather to enable him to deal more constructively with it so that he can become more productive in the community of which he is really a member.

VIII. PEER GROUP INTERACTION

The Residential Youth Center makes it possible to utilize existing peer groups both as a source of counseling and as a lever for influencing attitudes and behavior. By and large the effects of peer group influence derives from the living situation inherent in the completion of a Residential Youth Center. Thus, for example, when youth are given the responsibility of developing and implementing norms and rules, one can be relatively certain that they are also assuming the responsibility for seeing to it that new residents become aware of these rules and of the importance of adhering to them. It is also important to note that the development of peer oriented and peer originated counseling is related to the fact that Residential Youth Centers can be started with a minimum number of rules and regulations and can rely on its membership for the development of whatever additional norms are the maintenance of control. Since the residents participate in the development of these norms they also participate in disseminating them to all new members.

House Council

The House Council, which was conceptualized at the outset of the Residential Youth Center, was designed to work with the residents in the following three areas.

Self-Determination

Many of the boys who come to the Residential Youth Center are ones who have failed to cope with the demands of their own lives. Unable to communicate with others adequately. To bring about change democratically often forces the youth into provoking others into not believing changes can happen. Many of the youths are convinced that the only way to get anything or to accomplish an act is through stealing, conning, or under handedness. Many would rather be bad than dumb and helpless and this helplessness takes on many faces. How do you convince a hard-core youth that he can get what he desires through proper channels and acts? This was one of the major problems facing the Residential Youth Center staff.

Sensitivity

Group living should produce a strong stimulus to change. The need to communicate with others is at the top of the list of necessities. To be able to communicate effectively and sensitively is something mastered by only a few. Many boys are unaware how they effect people when they talk. They are not aware that they turn people off by what they say. It is not what they say but how they say it which desides whether or not things happen. We knew there would be a considerable amount of vying for superiority, wanting to be the center of attraction, and for this reason sensitivity was started. Sensitivity would be used in two form: (a) in the regular business meeting it would be used to point out to the members how they effect one another and why they are having difficulties; and (b) it would allow the therapist during the regular sensitivity meetings to introduce group therapy.

Group-Therapy

Group-Therapy would be used as a means of letting the boys work out problems and find out they are not the only individuals with the same problem. Many of the boys feel their problem is unique to only them and it would be very embarrassing for them to talk to a worker about some things.

When the House Council first began, there were three planned functions for the council meetings. First there was the resident government. This enabled the residents not only to plan their own activities but also to decide on rules of conduct in the House. It also allowed the residents to present their concerns, complaints, and desires to the Residential Youth Center staff. The experience of allowing the residents to both plan and influence the Center's operation clearly provided a challenge to the enrollees. Self-determination, especially with this group of boys who had little experience in controlling their environment, brought a great deal of stress and conflict.

The second phase of the planned functions of the Council, sensitivity training was meant to focus on the problems an individual was currently having in the group. Thus residents discussed how they "came on" to each other and how their individual styles interfered with, facilitated and in general influenced their working in a group.

The third phase, group therapy involved open-ended discussions of any feelings that were of concern to a resident. These feelings could relate with issues that were present, or past, related or independent of the resident government.

TRI - RYC, INC.

and its subsidiary

E. T. A., INC.

The replication of the original model brought with it the development of an effective research component helping to bring into being a new body of knowledge about the most important problems facing our schools, universities, mental health programs and community organizations today. It also enabled the staff of TRI-RYC to develop a unique social-service capability. It was for the purpose of making that capability available to a wide range of institutions outside of the federal government and using it in settings other than the RYC, that Education and Training Associates (ETA) was established.

- *GOALS AND SERVICES:*

Education and Training Associates was created to help render existing institutions in the social services more responsive to those whom they would serve. Its immediate concern is the improvement of the quality of service provided by the schools, the welfare system, the mental hospitals, the correctional institutions, the poverty programs, and neighborhood and community organizations. Its special interest is the young and the disaffected – those presently least well served by traditional institutions. Its hope is to help provide the vehicle for initiating institutional change and through which present polarities might be bridged. Education and Training Associates offers these institutions its services in the form of specially designed and carefully administered programs of retraining and reeducation.

- *AREAS OF TRAINING AND EDUCATION:*

Urban Sociology
Racism
The Psychology of Adolescence
Problems of Youth-drug addiction, life style, identity
Organizational Pathology
Bureaucracy
Leadership Training
Inter-Agency and Intra-Organizational Relationships
Community Involvement
Social Change
Administrative and Operational Skills in the Social Service Organization
Task-Oriented Sensitivity
The Creation of New Settings

ETA's concern is to the creation of alternative institutions on the periphery of the traditional social service organizations. These "non-institutions" would be divorced from the usual controls and constraints and free to explore more personal and innovative styles of relationship and service – yet they would interact on a regular and systematic basis with existing institutions for their mutual learning and growth. Most importantly, the new structures would provide those within the traditional institutions with an opportunity to sense what *might* be as distinct from what now *is*.

- *PROGRAMS UNDER DEVELOPMENT*:

Sophistication and extension of the Residential Youth Center modelGroup Homes	Neighborhood controlled residential centers for youngsters (8-14) with severe home problems and difficulty in school and with the law. The centers will include a special educational component.
Centers for Young Narcotics Addicts	Development of a residential setting model embracing the most effective approaches to the treatment of drug addiction in youth.
Education-Action Center	Training institute to organize high school students and neighborhood people for the study of education and the development of strategies for change within the educational system.
OPAL	(Object: Professions and Leadership) a sequential training and employment project sponsored by the Hill Neighborhood Corporation, to place Hill residents in administrative and leadership positions in the Model Cities Program and other human service agencies. This is a full accredited course that has been honored by South Central Community College.
Teen Leadership Training Institute	Development and expansion of leadership skills, attitudes, and principles in inner-city teens (ages 13-19). Focus will be on effects of a faulty educational system and of the street culture on Black and Puerto Rican youth.
New Careers	Human relations course conducted through CPI Skill Center for community residents.
College Intern Program (Work-Study)	Program where college students given course credit for work done at TRI-RYC. Participant colleges include: Southern Connecticut State College, University of New Haven, Yale University, South Central Community College, Eastern Connecticut State College and the University of Connecticut.
Weekend Leadership Training Lab	Establishment of laboratories to improve the quality of the content of training and to redefine the issues around which people are trained. Training will focus on the specific needs of inner-city people, especially Black people. Evaluation will be in terms of the performance of trainees in their respective communities.
Pilot In-School NYC Project	Action-research for the New Haven Board of Education. The project will attempt to teach research skills to disadvantaged students, and to help the students to use these skills to design and implement individual and group research projects in the school system.
Programs in Teacher-Training	1. Novice-Teacher Program: In-service orientation for the teacher new to the school system – on an on-going basis during the academic year.

II. *Master-Teacher Trainer Program*: Organization and training of master teacher trainers for the school system.

Research Studies

I. The First Offender

II. Evaluation of existing approaches to the problem of drug addiction in the young.

- *TEEN LEADERSHIP PROGRAMS IN PREPARATION*:

Police and Juvenile Relationship

Establishment of (1) a Youth Welfare section within the Bureau of Juvenile aid to provide liaison and referral mechanisms for better young people and the courts; (2) an in-service training program for staff of Youth Welfare Section; (3) Youth Council for more relevant programming to meet youth needs; (4) follow-up procedures to determine progress agencies are making with referred youth.

Juvenile Diagnostic Services with Group Home Feeder Program

Provision of immediate diagnostic services to juveniles referred by courts. Training indigenous people to administer and evaluate diagnositic tests.

Aviation Training School

Pilot training for neighborhood people.

- *WORKING CONCERNS*:

1. The creation of communities in which individuals might learn to express themselves more fully, to assume responsibility for their own learning, and their own life.
2. The development of individual value systems.
3. The employment of the total milieu and the life experience itself as therapy and education.
4. The assessment of expertise and professional competence on knowledge and the ability to apply that knowledge intelligently rather than by credentials.
5. The inclusion of those served in the decision-making process.
6. The proper deployment of research as an instrument of self-reflection and institutional change.

Education and Training Associates represents a highly diversified blend of talents and experience appropriate to the design and administration of comprehensive programs of social and educational change. The staff has worked intimately and intensively with both suburban and ghetto youth, some through schools, the RYC, and the Neighborhood Youth Corps; others through direct street contact and special service projects. They have been directly involved in the design and implementation of innovative social programs and the training of para-professionals. They themselves are a unique mixture of professionals and non-professionals. The staff includes both those with academic knowledge of contemporary social problems and those who themselves have experienced first-hand the dehumanization that characterizes ghetto life and have survived without either having "sold out" or having become permanently embittered.